DOCUMENT RESUME

ED 282 996 CE 047 429

AUTHOR Koppel, Sheree P.
TITLE Assessing Vocational Needs in a Female Correctional Institution.
PUB DATE Apr 87
NOTE 109p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Career Education; *Correctional Education; Educational Needs; *Females; Needs Assessment; *Occupational Aspiration; Postsecondary Education; *Prisoners; Program Improvement; Vocational Education; *Vocational Interests

ABSTRACT

A three-phase study was conducted at a female correctional institution in the Midwest to determine inmates' occupational aspirations and educational needs. In the first phase of the study, 121 of the 167 inmates participated in 9 forums in which they voiced their career choices and ranked them in priority order. In the second phase, a panel of five experts studied job options and suggested vocational program ideas and ranked them. Finally, in the third phase, 62 inmates ranked their priorities concerning 9 programs they hoped to see established in the institution. The study found that the inmates exhibit an extensive variety of vocational interests, but that they often do not understand the effect of their prison records on the possibility of entering some occupations, such as nursing. In addition, some inmates had wide varieties of vocational interests that did not form patterns. The expert panel recommended that emphasis be placed on strong basic skills and that a program of career education be started to help inmates learn about jobs they could hold and the education necessary to obtain such jobs. Some of the programs suggested were computer literacy, business education, and communications-graphics. These recommendations reflect the combination of expressed inmate interest, the wisdom of key professionals, and the program choices of inmates. They can be used by program planners in correctional institutions to create programs and avert class action suits by inmates who feel shortchanged on education. (KC)

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Assessing Vocational Needs in a Female Correctional Institution

by

Sheree P. Koppel, Ed.D.

Mercy Academy (Louisville, Kentucky)

Paper Presented at the American Educational Research Association Annual Meeting

Washington, D.C., April 20-24, 1987

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Sheree P. Koppel
Assistant Principal
Mercy Academy
1176 E. Broadway
Louisville, KY 40204
(502) 584-4273

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Data collection was completed with the participation of a number of graduate assistants connected with the School of Education at the University of Louisville. The following individuals served as graduate assistants for the purpose of data collection during this study.

George Ann Gosh

Charles Willard Grosse

Alice S. Hart

Sherry Callene Sims

Barbara Bryant Sworin

Dr. Dean McClellan served as Project Director during the data collection phase of the study.

Dr. Joseph Petrosko assisted with the study in the role of data analyst. His work was invaluable in determining the results of the first phase of the study.

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Introduction

Historical Background

On October 31, 1980, eight inmates from the Midwest Correctional Institute for Women (MCIW)*, filed suit in a U.S. district court. The suit alleged that women at the facility were victims of discrimination with regard to their living conditions, food, medical care, vocational training, education, prison industries and recreation programs. The suit asked the court to determine that the women's rights were being violated and to order the state to refrain from continuing to subject is female inmates to unconstitutional treatment. One factor that figured in the suit was the lack of internal jobs for all inmates and the unfair practices by which women were awarded what jobs existed.

On December 23, 1980, the district judge hearing the pending court case visited the institution unannounced. While he saw several indications of disrepair, he commented on positive relationships between staff and inmates. Inmates voiced few complaints during his visit, but the judge did express some concerns with certain facets of the programs at the institution. Indeed, the judge decided that a hearing would take place on February 26, 1981, to consider a preliminary injunction against the state.

*The name of the institution has been changed to protect respondent anonymity.

The U.S. Justice Department entered the suit in 1982. Permission to enter on the side of the plaintiffs was granted to the department by the federal judge because the State receives federal funds to support the correctional program it runs. The Justice Department believed that the State did not offer adequate programs for female prisoners. Shortly after the U.S. Justice Department became involved, the suit was scheduled for trail (April 19, 1982).

With respect to vocational training, the women at MCIW could choose from only two programs, one in clerical skills and the other in upholstery. The men of the state's correctional institutions had some twelve programs of vocational training, including welding, plumbing, television and radio repair, and drafting. State corrections officials, however, responded to allegations by pointing out the small number of women in the institution (90 - 164; the number has fluctuated during the six year period 1980-86). Officials suggested that the number of programs offered women was sufficient in terms of the small number of female prisoners.

During the trial, numerous experts testified on both sides of the suit. Of interest was the testimony presented by a psychologist. This witness presented evidence thought to show that the female inmates (plaintiffs) preferred traditional female occupations such as that of key punch operator to nontraditional occupations such as forest ranger. A vocational preferences test administered to the inmates

revealed that the job they would most prefer was funeral director, followed by key punch operator. The jobs least preferred were forest ranger and flight attendant. However, the women also showed an interest in nontraditional jobs such as mechanic, electrician and carpenter.

The psychologist gave further testimony concerning a personality test given to the inmates. This individual stated that scores of seven of the eight plaintiffs in the suit revealed antisocial personalities. Such personalities would be likely, according to the witness, to have poor control over impulsive action, to abuse drugs and alcohol, to find it difficult to tell the truth, and to tend to accuse others falsely.

On July 26, 1982 the federal judge ruled, in an 86 - page decision, that the State's vocational programs for women were inferior and discriminatory. The judge gave the State Corrections Cabinet until October 15 to come up with a plan for making the programs for women comparable to those available at men's institutions. In January of 1983 the State allotted $393,000 for improving conditions at the institution, most of which was earmarked for improvements in vocational offerings.

On August 26, 1983, the judge issued another order, giving state corrections officials two weeks to choose from three alternatives. These possibilities were: (a) upgrade programs at the institutions or offer more programs;

(b) integrate the programs at neighboring male institutions; and (c) combine the first and second methods by adding some programs at the women's facility and sending women to the men's institutions for other programs. The judge gave the Corrections Cabinet until September 10, 1983 to file a plan that utilized one of these choices. The judge would make a selection if corrections officials failed to do so by the deadline. In addition, the order also contained guidelines for ending unconstitutional inequalities with respect to confinement, community - release programs, on-the-job training and prison industries.

The judge finally issued a civil action on August 21, 1984. Because the State Corrections Cabinet failed to submit an acceptable plan, the judge ordered an increase in programs available at the women's facility, suggesting that two additional programs would increase parity if coupled with the addition of at least one prison industry. Shortly thereafter, the Corrections Cabinet contacted researchers to request the study described here.

Background for the Study

Researchers designed this need study to identify, through determination of MCIW inmate perceptions, the existing needs for vocational programs at the institution. Further, the designers of the assessment sought responsive program ideas from individuals with expertise in the area of vocational programs. Finally, the assessors presented

program ideas to MCIW inmates to determine their preferences for the acceptance of possible vocational programs.

The technique used in this study is a multiphased need assessment process for program decisions (MAP) involving community assessment forums, key informant (knowledgeable professional) consultation, and Nominal Groups as vehicles for data collection. This specific combination of the three phases of data collection receives thorough theoretical treatment in Koppel and Dunbar (1984a) and Koppel (1986). In addition, the technique has been used successfully in three previous need studies, Dunbar, Barnes, Carrithers, Koppel and Murrell (1983), Koppel and Dunbar (1984b), and Koppel (1985).

In the first stage of this study, assessors utilized a modified community forum technique. These open meetings with inmates served as arenas for the generation of job ideas for which inmates would need specific preparation. Assessors combined all job ideas in a document presented to knowledgeable professionals.

In order to move from a list of job ideas to responsive vocational programs, assessors consulted knowledgeable individuals in the field of vocational education. Selected educators and program planners reviewed the list of jobs suggested by inmates and designed programs that would provide training for desired jobs. Murrell, Aponte, and Lin (1976) and Witkin (1984) note that the key

informant/knowledgeable professional process utilizes people who may be expected to be familiar with the needs of a population under study. The assessors selected individuals with responsible positions at the level of state government as professionals best able to respond to inmate job preferences.

The use of knowledgeable professionals as respondents in a need study has both positive and negative results. Such consultation is expensive in terms of time, but inexpensive in actual dollar costs. This technique is only moderately direct because such professionals do not fully represent the population in need. By beginning a study with forums, however, those in need have a chance to express their needs, and knowledgeable professionals may then address those needs as they suggest program options. Greater directness results from combining forums with key informant consultation.

The use of knowledgeable professionals yields specific data that is highly intense and involving for participants. The approach may generate commitment to programs implemented as a result of an assessment. In this case professionals develop considerable commitment to programs designed during their parts in the study. While key informant utilization is not particularly representative, this process does open up lines of communication between policy makers, those in need, and professionals with the expertise to design

responsive programs. Both data collection and data analysis may be completed readily during the knowledgeable professional phase of a study. Additional support for knowledgeable professional utilization may be found in Bell, Lin and Warheit (1977), Filmore (1977), Steadham (1980), Warheit, Bell and Schwab (1974), and Witkin (1984).

Application of the Nominal Group Technique (NGT) designed by Delbecq (1977) is the third phase of this study. NGT insures that programs designed by knowledgeable professionals are responsive to inmate needs at MCIW. This method gives inmates the opportunity to evaluate and respond to programs in a nonthreatening group atmosphere. All participants have equal opportunities to voice concerns during discussion of programs in an attempt to avoid artificial consensus and to encourage informed responses from each individual.

The strengths and weaknesses of Delbecq's process and of community forums are similar, with several notable exceptions. The community forum is unstructured and, unless carefully led, may permit certain participants to dominate proceedings. The NGT has a structured, sequential format which allows adequate time for individual thinking and effort, avoids premature focus on single issues, promotes participation by all members, and provides a process for formation of aggregate judgments. The community forum, while permitting the expression of a large number of

needs (its strength lying in breadth of information obtained), does not lead to prioritization or assessment of depth of need. NGT, through the judgment process of "estimate-talk-estimate," reduces social pressures in a group, maximizes group understanding of the issues and avoids artificial consensus during decision making.

The NGT is an effective, timely, inexpensive and structured method for gaining information from a group of individuals. The method is highly regarded for the directness of data from target groups, the specificity of issues addressed, and the intensity of participants' involvement with the data (Murrell, Personal communication, October 6 & 13, 1982). As such, NGT is a superior procedure for use in complementary tandem with community forums and consultations with knowledgeable professionals.

In combination, the use of these three need assessment techniques may be expected to provide information about vocational programs that are responsive to inmate job aspirations and desired by inmates who will participate in offered programs. The use of these techniques in isolation undermines the quality of the resultant data for use in organizational planning. The use of all three techniques in combination means weaknesses in each are offset by strengths in each of the approaches.

Methods

Phase One

After extensive consultation with individuals connected with the State Corrections Cabinet, assessors decided to conduct a study that would provide those determining vocational offerings at MCIW with: (a) a list of currently desired jobs based on comments from MCIW inmates; (b) vocational programs designed to prepare inmates for chosen occupations; and (c) information concerning inmate responses to various program ideas.

Assessors held nine forums with MCIW inmates. The assessors gave participants 5x8 cards and pencils. Participants responded to a series of demographic and substantive questions displayed on flipchart pages. The demographic and substantive questions appear in Appendix A. Respondents wrote answers to the questions on their 5x8 cards; when all respondents finished writing, the assessors encouraged discussion of job preferences, as well as of inmate reactions to the introduction of new vocational programs. When discussion waned, assessors thanked participants and collected all 5x8 cards. Responses to questions about job preferences became the contents of the document resulting from forum participation of MCIW inmates.

Once the list of job preferences was designed, the assessors returned to the inmates and asked them to check all job areas in which they were interested. Then inmates

placed a one by their first choices, a two by their second choices, and so on until they numbered each job of interest.

Phase Two

The selection of knowledgeable professionals resulted from discussions with State Corrections Cabinet representatives. These individuals requested that professionals be familiar with the institution and with the realities of employment outlooks for women having served correctional time for felonious crimes. Assessors consulted five such professionals, each of whom received a copy of all expressed job interests developed during the forums.

In addition, professionals received a worksheet asking them to address certain areas of concern as they designed programs responsive to inmate job interest. The worksheet requested that they name each program, describe it fully, list the number of vocational interest addressed by the program, project program costs, outline necessary facilities and equipment, and project the length of time an inmate would need to complete the program.

Professionals had approximately two weeks to complete the task. At the end of this time, assessors collected the program ideas from all participants and combined all the ideas in a single document for presentation to the professionals participating in the study. Knowledgeable professionals met together to look at all program ideas. They received documents including complete descriptions of

all program ideas generated during this phase of the study. In addition, flipchart pages containing descriptions of each program idea were displayed on the walls of the meeting room. Assessors then asked professionals to select five programs from the array and write the letters representing those programs on 3x5 cards. Professionals rank ordered their choices, numbering each either first, second, third, forth, of fifth. Assessors collected 3x5 cards and recorded votes on the flipchart pages.

Professionals discussed their choices and their reasons for selecting as they did. Following discussion, they selected five programs again and placed representative letters on their 3x5 cards. They rank ordered their choices and turned in their cards to assessors. Those running the meeting recorded votes on the flipchart pages to give professionals the opportunity to react to the results of tneir voting. The programs selected by professionals were the programs presented to inmates during the final phase of this MAP study.

Phase Three

In order to determine the preference of inmates for various vocational programs at MCIW, assessors conducted nine Nominal Group meetings with inmates. All inmates were encouraged to participate in a Nominal Group, but participation was voluntary.

At Nominal Group meetings, participants received 5x8 cards and a pencil. Program descriptions appeared on flipchart pages placed around the rooms where meetings took place.

Assessors used a modified version of Delbecq's NGT, similar to the methods used with knowledgeable professionals. Participants read the descriptions of each program idea, then selected three programs from the array they most wanted to see in operation at MCIW. Participants then numbered their choices, one, two, and three, respectively, according to their preferences. After assessors collected the cards, they recorded responses on the flipchart pages. Participants then discussed their choices and their reasons for selecting the programs they chose.

Following discussion, participants received additional 5x8 cards and selected three programs again. They rank ordered their three choices and turned in their cards. Assessors then tabulated this final vote on the flipchart pages. Meetings ended with summaries of vote results.

Results

Phase One

Forums. Of 167 inmates housed at MCIW in December, 1985, 121 participated in one of 9 forums held at the institution. This translates to a 72% participation rate.

The remaining inmates chose not to participate and signed waivers stating they did not wish to have a role in the vocational needs study.

Participants answered demographic questions which appear in Appendix A. The demographics of participants break down as follows. The most frequently represented age among inmates was 26; 10 inmates were this age as of December of 1985. Of all inmates who participated in the study, the youngest inmates (7) were 19 years of age, and the oldest inmate was 60 years of age. The mean age of participating inmates was 30 years and 2 months. For complete breakdowns of participants by age, see Appendix B.

The mean number of years in school was 11.9. One inmate had only 5 years of formal schooling while two inmates responding were college graduates. The most frequent level of schooling represented was the completed GED (26 inmates) followed closely by some college (25 inmates). See Appendix B for additional information on inmate levels of education.

The mean length of sentence for those inmates who participated in the first part of this study was 13.9 years. The minimum sentence represented was one year while the maximum sentence represented was life. The most frequently represented sentence was the 5 year sentence (27 inmates). Appendix B contains complete information on inmate length of sentence.

The majority of inmates who participated were serving their first prison term (82 inmates). The mean number of times in prison for participants was 1.6 times. One respondent had been incarcerated a total of 6 times. Complete figures on number of incarcerations for participating inmates appear in Appendix B.

Of the participating inmates, 42 reported having no dependent children while one inmate reported having 6 dependent children. The mean number of dependent children reported by inmates was 1.4. Complete figures on the number of dependent children belonging to inmates appear in Appendix B.

Fourteen inmates stated they had never held a job. Of those who had held jobs, 10 had last been nursing assistants and 10 had been waitresses or barmaids. The job of cook was the last position held by 6 inmates. Complete figures on last job held for MCIW inmates appear in Appendix B.

Twenty-three inmates reported never having held a favorite job. Twelve reported their favorite job was nursing assistant or physician's assistant. Nine inmates reported the job of secretary/clerk typist as their favorite job. See Appendix B for listings of all inmate choices in answer to the question of their favorite job held.

When asked what jobs they would like to have once they leave the institution, 63 inmates (52.1%) mentioned computer programming and computer science. Cosmetology was mentioned

by 46 inmates (38.0%). The area of nursing/nurse's assistant was mentioned by 41 inmates (33.9%). Forty inmates (33.1%) mentioned computer technician--repair and maintenance--as the job area they would like to have. The fifth most frequently mentioned job area was graphic arts/commercial art, mentioned by 39 inmates (32.2%). Finally, the sixth choice of the inmates was auto mechanics, auto body, customization and diesel mechanics, mentioned by 36, or 29.8%. A chart in Appendix B lists all job/recreational/educational areas mentioned by inmates, their frequency and percent of occurrence.

Priorities. Assessors returned to inmates with a complete list of all jobs mentioned during the forums. A copy of this form appears in Appendix C. Inmates checked any items on this list in which they were interested; thenan inmates prioritized her interests by placing the number one by her first choice, a number two by ner second choice, and so on, until she numbered each item of interest.

Appendix C contains this information presented in two ways. The first table lists job areas in order by the number of inmates who expressed interest in the area. The second table presents job areas according to strength of interest. In order to determine strength of interest, a rank of one was worth five points, a rank of two was worth four points, a rank of three was worth three points, a rank of four was worth two points, and a rank of any number

thereafter was worth only a single point. In this way, assessors weighted the responses to job areas. Of the 167 inmates, 161 participated in prioritization for a response rate of 96%.

The top five choices, based on number of inmates who expressed interest in an area, were: (a) Computer programming/science (76 expressed interest); (b) Cosmetology/barbering (66 expressed interest); (c) Nursing (63 expressed interest); (d) Photography (50 expressed interest); and (e) Truck driving (50 expressed interest). Appendix C contains the complete list of all choices in order by the number of inmates who expressed interest in the areas.

The top five choices, based on the strength of inmate choices, were: (a) Nursing (178 points); (b) Computer programming/science (164 points); (d) Nurse's/dental assistant (97 points); and (e) Photography (93 points). The complete list of all areas, in order of inmate preferences, also appears in Appendix C.

Phase Two

Program Planning. Five individuals with expertise in the areas of planned vocational programs and institutional placement of vocational programs participated in this phase of the assessment. Five individuals were asked to participate, and these five completed the tasks assessors asked them to complete, for a response rate of 100%.

Participants received the list of job areas developed by inmates at MCIW. In addition, they received an explanation of the task and a worksheet to guide their efforts. Copies of the explanation and worksheet appear in Appendix D.

Assessors requested that knowledgeable professionals develop vocational programs that address a variety of needs. Professionals were asked to: (a) name the program; (b) define the program; (c) list the numbers of the job areas addressed by a program; (d) list equipment, space and facilities required; (e) project a time frame for an inmate's completion of a program; and (f) estimate the cost of a program.

Professionals responded with the development of 20 program ideas. These program ideas appear, with complete descriptions, in Appendix D. Also in Appendix D is a list of comments made by professionals during their work as program designers.

Priorities. Assessors called a meeting of the five knowledgeable professionals to give them the opportunity to view the nineteen program ideas and prioritize them. Four of the five individuals participated. Professionals voted for five programs based on the information appearing in descriptions of program ideas. They had time to examine the descriptions on paper and to view the descriptions of

programs on flipchart pages displayed on the walls of the room where the meeting took place.

Professionals voted for the Academic Program (16 points), the Building Maintenance Program (11 points), the Business Education Program (8 points), the Consumer Life-Skills Program (5 points), the Electronics Program (4 points); and the Business Occupations Core Program (4 points) as the programs of choice during the first vote. See Appendix D for complete vote results and full descriptions of these and all other program ideas.

Professionals then discussed their selections with assessors and with one anotner. A summary of their comments appears in Appendix D. These comments help to make sense of changes that occur in selections between the first and second votes.

When given an opportunity to select once more from program ideas, professionals changed their preferences. They selected the Building Maintenance Program (16 points), Electronics and Electronics Assembly and Repair Program (14 points), the Agriculture Program (11 points), the Business Education Program (7 points), and the Graphic Arts Program combined with the Communications Program (5 points) as their top choices for implementation at MCIW. Only two other programs received votes during this second round, the Business Occupations Core Program (4 points) and the Basic Mechanics Program (3 points). Assessors presented the

programs receiving votes either during the first or the second round to inmates at the institution during the final phase of this study.

Phase Three

Assessors presented nine program ideas to inmates at MCIW. These programs were those chosen by knowledgeable professionals from the array of program ideas developed during Phase Two. Of the inmates, 62 chose to participate in one of 5 Nominal Group meetings held at the institution. The nine programs presented to inmates were: (a) Consumer/Family Life Skills Program; (b) Academic Program; (c) Building Maintenance Program; (d) Business Education Program; (e) Electronics-Assembly and Repair Program; (f) Business Occupations-Marketing and Self Employment; (g) Basic Mechanics; (h) Agriculture Technology Programs; and (j) Communications-Graphics. Complete descriptions of these programs as they were presented to inmates appear in Appendix E.

In the first vote, inmates selected Program F, Business Occupations-Marketing and Self Employment as their first choice. Program I, Communications-Graphics, was the second choice of inmates. Nominal Group participants selected Program D, Business Education Program, as their third preference.

There were no changes in the inmates' selections of preferred programs following discussion. In the final vote,

inmates again selected Program F, Business occupations-Marketing and Self Employment, as their first choice. Program I, Communications-Graphics, was the second choice of inmates. As in the first vote, Program D, Business Education Program, was the third choice of inmates. Complete voting patterns, as well as all comments made by inmates during Nominal Group meetings, appear in Appendix E.

Discussion

Inmates at MCIW exhibit an extensive variety of vocational interests. A number of their interests, however, demonstrate that inmates do not understand the vocational limitations their felony convictions have placed on them. Some of their vocational aspirations, such as nursing and cosmetology, are unrealistic in light of their prison records.

In addition, a number of participants voiced wide ranges of vocational interests that have no pattern. For example, 30 inmates, or 23.1% of those responding, listed between 10 and 24 separate vocational interests. It may be that this broad number of interests on the parts of 30 inmates is not so much an accurate reading of vocational preferences as it is a measure of lack of knowledge of and exposure to those job areas. Many of the inmates have had limited or no job experience. What experiences they have had tend to be in traditional areas such as waitressing,

secretarial office, or nursing assistance. These areas surface as the most prevalent last jobs held by inmates. Therefore, neither their broad and unfocused vocational interests nor inmates' gravitation toward traditional job areas is surprising. They favor what they know and what they have experienced. These factors account somewhat for the emergence of computer programming and science, cosmetology, nursing/nursing assistance, computer maintenance, graphic arts and auto/diesel mechanics as the most frequently mentioned vocational areas during the first phase of the study.

In examining the inmates' expressed needs, one can rely on actual numbers or on weighted scores and still come up with similar results. Computer programming/science emerges as a top priority, followed by nursing, cosmetology, photography, dental and nurse's assistance, and truck driving. These top choices combine options both traditional and nontraditional and reflect the most widespread job preferences at the institution.

Professionals designed programs with some knowledge of the institution and some understanding of constraints on implementation of new programs at MCIW. These knowledgeable individuals have an understanding of job areas that felons cannot enter, as a rule. For example, while a nursing program was developed during the second phase of the study, professionals eliminated it from the study because of

inability to provide such a program at the institution and because of the high improbability of licensing for convicted felons in this field.

Knowledgeable professionals considered job outlook and salary scales as important factors as they selected programs for presentation to inmates. For example, the professionals eliminated nursing assistance from their programs of choice because the job does not involve skilled labor and the pay is quite low. Similarly, professionals eliminated keypunch operation from consideration except as a small component of one program because the job outlook is so unfavorable.

Professionals believed that strong academic programs should be the core and base of any vocational program. They eliminated academics and personal development from their final program choices because these programs were not vocational. In addition, professionals felt that these programs should be offered and made available to inmates as a matter of course. Therefore, the professionals chose to vote for strictly vocational programs during the second vote.

Inmates recognize the need for a strong academic program that will take them beyond a GED and provide them with the skills in communication, math, and science they need for jobs they hope to have. Their comments reflect a keen interest in academics and in personal development, but their votes express their need for vocational preparation.

The programs they chose, without change from preliminary to final votes, were programs that provided a wide range of opportunities and possible job pursuits. This voting benavior, on the part of inmates, reflects their variety of interests. Any program idea that includes preparation for a variety of jobs may be more successful at MCIW than more specific programs with limited job training objectives. In addition, the inmates recognized the programs already available to them. They want existing programs to remain in place, but they want them strengthened and updated to prepare them sufficiently for the changing job market.

One caveat should be noted with respect to the Graphic Arts-Communication program that emerged as the inmates' second choice during the final phase of this study. Inmates associate Graphic Arts with the print shop, the highest paid prison industry at MCIW. Inmates have limited access to the industry since they can not qualify for this work unless their sentences are of sufficient length to warrant the necessary training. Also, the industry does not require a large number of workers in order to function. Because of the higher wages, inmate competition for jobs in this industry exists. Inmate perceptions of the Graphic Arts Program may reflect the prevailing desirability of the prison industry rather than an understanding of the job market in the area of Graphic Arts.

Recommendations

Expressed interests in certain job areas such as nursing reflect unreal expectations on the parts of MCIW inmates. A recommendation resulting from the first phase of the need assessment includes the implementation of a career or employment guidance program that would: (a) assist inmates in understanding the effects a felony conviction may have, in the real world, on their job possibilities; (b) assist inmates in determining appropriate job areas where they have interest and aptitude and help them focus on specific job areas; (c) assist inmates in learning about salaries, benefits, and job availability in their areas of interest; and (d) help inmates plan programs of academic, personal, and vocational training for themselves, assisting them to follow through on those programs.

A second recommendation, based on the initial phase of the need assessment, is the significant expansion of computer instruction to include the offering of such instruction to all inmates in the institution. Computer assisted instruction should be an integral part of the academic program in order to familiarize inmates with the technology and to develop basic skills connected with computer use. A computer literacy program should be placed at the institution including word and data processing for all interested inmates, as well. For those with aptitude and interest, there should be opportunities to learn

computer programming, both at rudimentary and more advanced levels. In addition, computer maintenance should be a part of an overall program in technology. Inmates should be encouraged to watch the job market in this area as part of their vocational training and to update their skills when possible to meet the job market's changing demands.

An expanded program of Business Education should be made available to inmates. The computer programming suggested above could be a part of this overall package. Also included should be paralegal training, business management, secretarial office practice, court reporting, public relations, hotel/motel management, advertising, floral design, merchandising, real estate, insurance, and travel brokerage. Accounting and records management could also be a part of this program. The emphasis should be on entrepreneurship, self-help, and successful business set-up and management.

Another recommendation is the placement of a Communications-Graphics program at MCIW. As a result of this program inmates could be prepared for jobs using the skills of photography, typesetting and printing, graphic and commercial arts, drafting, advertising, and journalism. Such a program could interface with a business program and with a complete computer program by preparing inmates for free-lance careers and by making use of word processing in the areas of printing and advertising.

None of these programs is particularly nontraditional, but each does reflect the combination of expressed inmate vocational interest, the wisdom of knowledgeable professionals, and the choices of inmates. The one nontraditional program both developed by knowledgeable professionals and acceptable to inmates is their fourth choice, the Basic Mechanics Program. The only caution here would be the fact that a limited number of inmates expressed interest in such a program. Developers would need to determine the strength of inmate interest and assess the possible number of participants before implementing such a program.

Programs already existing should be reevaluated and updated according to inmate interest and need. Knowledgeable professionals could assist in the upgrading of existing programs such that learned job skills are marketable. This recommendation is meant to include existing academic programs, as well. The institution could explore the possibility of a partnership with state universities. College professors seeking community service hours could extend college credit courses to the facility. The possibility also exists for providing correspondence courses for high school credit through the universities. Accompanying this study are brochures describing the University of Kentucky's program of correspondence courses as one example of correspondence opportunities.

A final recommendation is the coordination of the academic and vocational units at the institution. A new facility should be designed in such a way that the academic program is the central core of the vocational program. For example, the proposed vocational facility could be designed in the shape of a wheel, with a computer-assisted academic learning center at the central hub of the wheel. The various vocational programs could be housed in the areas around and radiating from the central location, the academic learning center. No matter how the proposed facility is designed, knowledgeable professionals agree that academics must play a central part in any vocational program and that coordination between the academic and vocational programs is vital if programs are to be successful.

Nontraditional programs do not appeal to many inmates at the institution. Implementation of strongly nontraditional programs may be underutilized by inmates and therefore fail to be feasible in terms of cost. One way to get around this problem and still provide, on a limited basis, access to a broader variety of programs for female inmates, would be to take a small group of inmates to the program of choice. Assessors realize the possible problems associated with the transportation of inmates to vocational facilities where programs are offered that cannot be feasibly offered at the institution. Program developers should consider this possibility, along with other suggested

program options, in determining which programs will be implemented at MCIW in the future. Assessors encourage program developers to recognize that human needs are not static, and that vocational programs at the institution should be flexible enough to provide choices for inmates and malleable enough to respond appropriately to changes in the job market.

Each recommendation above reflects the combination of expressed inmate interest, the wisdom of key professionals, and the program choices of inmates. The most significant aspect of this study for institutional program planners is the MAP (Multiphased Assessment for Program Decisions) process employed to gather information. As a tool of organizational development, a MAP study carefully structures interaction between those in need, assessors of needs, and program planners. Such interaction is vital if need studies are to contribute significantly to the process of planning vocational programs for institutionalized individuals.

Finally, correctional institutions in various areas of the country now face class action suits similar to the one that led to this study. The MAP process described above provides a process for the objective determination of the most appropriate programs for the inmates of a particular institution.

Appendix A

Demographic Questions

1. What is your age?
2. How many years of education have you had?
3. How long is your current sentence?
4. How many times have you been incarcerated in a federal institution?
5. How many dependent children do you have?
6. What is the last job you held?
7. What is your favorite job you ever held?
8. What job(s) would you like to be prepared to do when you leave here?

Appendix B

Descriptive Statistics on Five Demographic Variables

Variable	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Age (n=121)	30.19	28	26	19	60	8.50
Years in School (n=121)	11.89	13	13	5	17	2.57
Years of Sentence[a] (n=120)	13.93	10	5	1	99	18.24
Years of Sentence[b] (n=116)	10.99	10	5	1	50	9.16
Times in Prison[c] (n=120)	1.58	1	1	1	50	9.16
Times in Prison[d] (n=120)	1.46	1	1	1	3	.73
Number of Dependent Children[e]	1.37	1	0	0	6	1.39

[a]Four subjects had life sentences, which were coded 99 years.

[b]The four subjects with 99 year sentences were not included.

[c]Data had 1 subject who claimed 6 times, 1 subject 5 times, and 9 subjects 4 times.

[d]Data were recoded so that 3, 4, 5 or 6 times in prison were all set equal to 3.

[e]Forty-two of 121 subjects stated either zero dependent children or did not respond. All of these 42 cases were coded as zero.

Age, in Years, of Participating MCIW Inmates

AGE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
19	7	5.8	5.8	5.8
20	3	2.5	2.5	8.3
21	7	5.8	5.8	14.0
22	4	3.3	3.3	17.4
23	8	6.6	6.6	24.0
24	4	5.0	5.0	28.9
25	4	3.3	3.3	32.2
26	10	8.3	8.3	40.5
27	5	4.1	4.1	44.6
28	7	5.8	5.8	50.4
29	5	4.1	4.1	54.1
30	8	6.6	6.6	61.2
31	5	4.1	4.1	65.3
32	1	.8	.8	66.1
33	4	3.3	3.3	69.4
34	1	.8	.8	70.2
35	8	6.6	6.6	76.9
36	4	3.3	3.3	80.2
37	3	2.5	2.5	82.6
38	4	3.3	3.3	86.0
39	3	2.5	2.5	88.4
40	1	.8	.8	89.3
41	2	1.7	1.7	90.9
42	2	1.7	1.7	92.6
45	1	.8	.8	93.4
47	1	.8	.8	94.2
48	1	.8	.8	95.0
49	1	.8	.8	95.9
51	1	.8	.8	96.7
52	1	.8	.8	97.5
53	2	1.8	1.7	99.2
60	1	.8	.8	100.0
TOTAL	121	100.0	100.0	

MEAN	30.190	MEDIAN	28.000	MODE	26.000
STD DEV	8.502	MINIMUM	19.000	MAXIMUM	60.000

Number of Years in School for Participating MCIW Inmates

	YEARS IN SCHOOL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	5	1	.8	.8	.8
	6	1	.8	.8	1.7
	7	3	2.5	2.5	4.1
	8	12	9.9	9.9	14.0
	9	9	7.4	7.5	21.5
	10	11	9.1	9.1	30.6
	11	8	6.6	6.6	37.2
	12	14	11.6	11.6	48.8
GED	13	26	21.5	21.5	70.2
Some College	14	25	20.7	20.7	90.9
3 Yrs. of College	15	2	1.7	1.7	92.6
Associate's Degree	16	7	5.8	5.8	98.3
College Graduate	17	2	1.7	1.7	100.0
TOTAL		121	100.0	100.0	100.0

MEAN	11.893	MEDIAN	13.000	MODE	13.000
STD DEV	2.565	MINIMUM	5.000	MAXIMUM	17.000

Number Years of Sentence for Participating Inmates

	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	6	5.0	5.0	5.0
	2	8	6.6	6.7	11.7
	3	7	5.8	5.8	17.5
	4	3	2.5	2.5	20.0
	5	27	22.3	22.5	42.5
	6	2	1.7	1.7	44.2
	7	2	1.7	1.7	45.8
	8	2	1.7	1.7	47.5
	10	15	12.4	12.5	60.0
	11	2	1.7	1.7	61.7
	12	4	3.3	3.3	65.0
	13	1	.8	.8	65.8
	14	1	.8	.8	66.7
	15	8	6.6	6.7	73.3
	16	1	.8	.8	74.2
	18	1	.8	.8	75.0
	20	17	14.0	14.2	89.2
	25	2	1.7	1.7	90.8
	30	3	2.5	2.5	93.3
	32	1	.8	.8	94.2
	40	2	1.7	1.7	95.8
	50	1	.8	.8	96.7
(Life)	99	4	3.3	3.3	100.0
TOTAL		121	100.0	100.0	100.0

MEAN	13.925	MEDIAN	10.000	MODE	5.000
STD DEV	18.241	MINIMUM	1.000	MAXIMUM	99.000

VALID CASES 120 MISSING CASES 1

Number Times in Prison for Participating Inmates

	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	82	67.8	68.3	68.3
	2	21	17.4	17.5	85.8
	3	6	5.0	5.0	90.8
	4	9	7.4	7.5	98.3
	5	1	.8	.8	99.2
	6	1	.8	.8	100.0
	0	1	.8	Missing	
TOTAL		121	100.0	100.0	100.0

MEAN	1.575	MEDIAN	1.000	MODE	1.000
STD DEV	1.034	MINIMUM	1.000	MAXIMUM	6.000

VALID CASES 120 MISSING CASES 1

Number Dependent Children Belonging to Participating Inmates

VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
0	42	34.7	34.7	34.7
1	32	26.4	26.4	61.2
2	22	18.2	18.2	79.3
3	14	11.6	11.6	90.9
4	8	6.6	6.6	97.5
5	2	1.7	1.7	99.2
6	1	.8	.8	100.0
TOTAL	121	100.0	100.0	100.0

MEAN	1.372	MEDIAN	1.000	MODE	.000
STD DEV	1.391	MINIMUM	.000	MAXIMUM	6.000

VALID CASES 121 MISSING CASES 0

Most Common Responses to the Question:
What was Your Last Job?
and What was Your Favorite Job?

What is the last job you held[a]	Nothing	14
	Waitress/Barmaid	13
	Nursing Assistant	10
	Secretary/Clerk Typist	10
What is the favorite job you held[b]	Nothing	23
	Nursing/Doctor's Assistant	12
	Clerk/Receptionist/Secretary	9

[a]The 47 subjects responding in the 4 ways listed constitute 39% of 121 respondents.

[b]The 44 subjects responding in the 3 ways listed constitute 36% of 121 respondents

Last Job Held by Participating Inmates

	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
None	0	14	11.6	11.6	11.6
Nursing Assistant	1	10	8.3	8.3	19.8
Secretary/Clerk	2	10	8.3	8.3	28.1
Waitress/Barmaid	3	13	10.7	10.7	38.8
Bookbinder	4	1	.8	.8	39.7
Jefferson Electric	5	2	1.7	1.7	41.3
Dancer	6	3	2.5	2.5	43.8
Public Relations	7	2	1.7	1.7	45.5
Auto Body	8	1	.8	.8	46.3
Upholstering	9	1	.8	.8	47.1
Remodeling	10	1	.8	.8	47.9
Child Care	11	3	2.5	2.5	50.4
Ad Salesperson	12	1	.8	.8	51.2
Cook	13	6	5.0	5.0	56.2
Florest	14	1	.8	.8	57.0
Nurse	15	2	1.7	1.7	58.7
House Cleaning	16	2	1.7	1.7	60.3
Store Clerk	17	2	1.7	1.7	62.0
Making Cables	18	1	.8	.8	62.8
Dishwasher	19	1	.8	.8	63.6
Food Services	20	5	4.1	4.1	67.8
Civil Service	21	1	.8	.8	68.6
Horse Exercise Girl	22	2	1.7	1.7	70.2
Assembly Line	23	2	1.7	1.7	71.9
Laundry Presser	24	2	1.7	1.7	73.6
Am. Diner's Club	25	1	.8	.8	74.4
Strip Miner	26	1	.8	.8	75.2
Computer Operator	27	2	1.7	1.7	76.9
Beautician	28	2	1.7	1.7	78.5
Artist/Designer	29	1	.8	.8	79.3
Cashier	30	3	2.5	2.5	81.8
Packer	31	1	.8	.8	82.6
Park Maintenance	32	1	.8	.8	83.5
Real Estate Agent	33	1	.8	.8	84.3
Farm Work	34	1	.8	.8	85.1
Electrical	35	1	.8	.8	86.0
Ticket Agent/Bus	36	1	.8	.8	86.8
(no value for 37)					
Engine Rebuilder	38	1	.8	.8	87.6
Self-Employed Transportation	39	1	.8	.8	88.4

Favorite Job Held by Participating Inmates

	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
No Response	0	23	19.0	19.0	19.0
Nursing/MD's Asst.	1	12	9.9	9.9	28.9
Juvenile Counselor	2	1	.8	.8	29.8
Keypunch Operator	3	1	.8	.8	30.6
Bookbinder	4	1	.8	.8	31.4
Community Organizer	5	1	.8	.8	32.2
Upholstering	6	1	.8	.8	33.1
Nurse	7	1	.8	.8	33.9
Park Maintenance	8	2	1.7	1.7	35.5
Furniture Store	9	2	1.7	1.7	37.2
Child Care	10	3	2.5	2.5	39.7
Waitress/Barmaid	11	7	5.8	5.8	45.5
Typesetter	12	1	.8	.8	46.3
Cashier	13	5	4.1	4.1	50.4
Cook	14	5	4.1	4.1	54.5
Clerk/Typist	15	9	7.4	7.4	62.0
Florist	16	1	.8	.8	62.8
Hostess	18	2	1.7	1.7	64.5
Dancer	19	2	1.7	1.7	66.1
Nursing Home Emp.	20	2	1.7	1.7	67.8
Store Employee	21	2	1.7	1.7	69.4
Inventory Control	22	1	.8	.8	70.2
Junk Yard Worker	23	1	.8	.8	71.1
Fiberglass Const. Worker	24	1	.8	.8	71.9
Constr. Worker	25	3	2.5	2.5	74.4
Recept/State Police	28	1	.8	.8	75.2
Personnel Manager	29	1	.8	.8	76.0
Wk w/Except. Children	30	2	1.7	1.7	77.7
Training Waitresses/ Waiters	31	1	.8	.8	78.5
Loader/Operator	32	1	.8	.8	79.3
Flight Attendant	33	1	.8	.8	80.2
Artist/Designer	34	1	.8	.8	81.0
Backhoe Operator	35	1	.8	.8	81.8
Beautician	36	1	.8	.8	82.6
Factory Worker	37	2	1.7	1.7	84.3
Computer Operator	38	1	.8	.8	85.1
Real Estate Agent	39	1	.8	.8	86.0
Farm Work	40	1	.8	.8	86.8
Electrical	41	1	.8	.8	87.6
Ticket Agent	42	1	.8	.8	88.4
Rebuilder of Engines	43	1	.8	.8	89.3

Last Job Held by Participating Inmates (Cont.)

	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Telephone Canvasser	40	2	1.7	1.7	90.1
Plumber	41	1	.8	.8	90.9
Nursing Home	42	1	.8	.8	91.7
Bookkeeper	43	2	1.7	1.7	93.4
Lathe Operator	44	1	.8	.8	94.2
Janitorial	45	1	.8	.8	95.0
Dental Assistant	46	1	.8	.8	95.9
Teacher's Assistant	47	1	.8	.8	96.7
Painter	48	1	.8	.8	97.5
Owner/Operator Solar Company	49	1	.8	.8	98.3
Factory	50	1	.8	.8	99.2
Private Sitter for Elderly	51	1	.8	.8	100.0
	TOTAL	121	100.0	100.0	

Favorite Job Held by Participating Inmates (Cont.)

	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Transportation, Self Employed	44	1	.8	.8	90.1
Armed Services	45	1	.8	.8	90.9
Veterinary Asst.	46	1	.8	.8	91.7
Masonry	47	1	.8	.8	92.6
Cast Iron Worker	48	1	.8	.8	93.4
Game Operator	49	1	.8	.8	94.2
Elect. Coordinator	50	1	.8	.8	95.0
Bookkeeper	51	2	1.7	1.7	96.7
Lathe Operator	53	1	.8	.8	97.5
Janitor	54	1	.8	.8	98.3
Dental Asst.	55	1	.8	.8	99.2
Owner of Solar Co.	56	1	.8	.8	100.0
	TOTAL	121	100.0	100.0	

Means on Five Variables for Women Expressing Interest in the Most Popular Training Areas

Training Area	n	Age	Years of Schooling	Years of Sentence	Number of Times in Prison	Number of Dependent Children
Computer Programming/ Computer Science	63	30.7	12.4	12.7	1.6	1.3
Cosmetology	46	30.0	12.5	16.6	1.5	1.3
Nursing/ Nursing Assistant	41	30.6	11.0	11.8	1.5	1.6
Computer technician	40	31.6	12.4	11.5	1.7	1.6
Graphic arts	39	30.3	11.0	12.4	1.5	1.2
Auto mechanics	36	28.4	12.4	14.7	1.6	1.0
Photography	33	29.9	12.4	15.7	1.5	1.2
Cooking	30	32.3	12.3	11.5	1.4	1.5
Business management	30	32.3	11.0	12.4	1.5	1.2
Electrician	28	28.6	13.2	16.4	1.8	1.3
Welding	28	30.3	12.4	16.9	1.6	1.1
Truck driving	27	29.1	12.4	14.0	1.5	1.4
Tailoring/Seamstress	24	31.4	11.9	14.4	1.5	1.0
All subjects 121	121	30.2	11.9	13.9	1.6	1.4

Job, Recreational, and Educational Areas of Interest by
Number of Inmates who Mentioned the Area
During Forum Meetings

	Area	No. of Inmates Mentioning out of 121	Percent of Inmates Responding
1.	Computer Programming/ Computer Science	63	52.1%
2.	Cosmetology	46	38.0%
3.	Nursing/Nursing Assistant	41	33.9%
4.	Computer Technician - Repair & Maintenance	40	33.1%
5.	Graphic Arts/Art Instruction/ Commercial Art	39	32.2%
6.	Auto Mechanics/Body/Customization/ Diesel Mechanics	36	29.8%
7.	Photography	33	27.3%
8.	Marketing/Business Management/ Business Office Education	30	24.8%
9.	Cooking/Commercial Foods/Chef	30	24.8%
10.	Welding	28	23.1%
11.	Electronics/Electrical Engineering/Electrician	28	23.1%
12.	Truck Driving	27	22.3%
13.	Tailoring/Sewing/Seamstress/ Upholstery	24	19.8%
14.	Child Care	19	15.7%
15.	Real Estate	18	14.9%
16.	Data/Word Processing	18	14.9%
17.	Dental Hygienist	14	11.6%
18.	Advertising	14	11.6%

19.	Vocal, Instrumental Music	14	11.6%
20.	Brick/Stone Masonry	13	10.7%
21.	Secretarial	12	9.9%
22.	Paralegal Training	12	9.9%
23.	Human Services/Social Work	11	9.1%
24.	Interior Decoration	10	8.3%
25.	Telecommunications	10	8.3%
26.	Drafting	10	8.3%
27.	Small Machine Repair/Operation Heavy Equipment Operation	10	8.3%
28.	Typesetter-Printer	10	8.3%
29.	Medical Technician	9	7.4%
30.	Carpentry	8	6.6%
31.	Plumbing	8	6.6%
32.	Paramedical/Emergency Medical Technician	8	6.6%
33.	Law - LLB	8	6.6%
34.	Court Reporting/Stenographer	8	6.6%
35.	Keypunch Operator	7	5.8%
36.	Chemical Engineering/Biochemistry	7	5.8%
37.	Architecture/Blueprint Design	7	5.8%
38.	Hotel/Hotel Management	7	5.8%
39.	Bookkeeping/Accounting	7	5.8%
40.	X-ray Technician	6	5.0%
41.	Medical School	6	5.0%
42.	Floral Design	6	5.0%
43.	Modeling	5	4.1%
44.	Psychology	5	4.1%

45.	Veterinarian's Clinician/Assistant	5	4.1%
46.	Jewelry Making/Gemology/ Jewel Cutting	5	4.1%
47.	Woodworking	5	4.1%
48.	Aerobics/Exercise Physiology	5	4.1%
49.	More On-Site Industry-Jobs	5	4.1%
50.	Teacher	4	3.3%
51.	Counselor-Drugs, Alcohol	4	3.3%
52.	Better GED Program	4	3.3%
53.	Opportunities to Complete A College Degree	4	3.3%
54.	Landscaping	3	2.5%
55.	Fashion/Retail Merchandising	3	2.5%
56.	Newspaper Reporting	3	2.5%
57.	CPR/First Aid Instructor	3	2.5%
58.	Heating/Air Conditioning/ Refrigeration Repair & Maintenance	3	2.5%
59.	Civil Engineering	3	2.5%
60.	Night Courses Outside the Institution	3	2.5%
61.	Dietician	2	1.7%
62.	Aeronautics/Airplane Pilot	2	1.7%
63.	Respiratory Therapy	2	1.7%
64.	Light Construction	2	1.7%
65.	Allied Health	2	1.7%
66.	Travel Agent	2	1.7%
67.	Interpreter	2	1.7%
68.	Ministry	2	1.7%
69.	Solar Heating	2	1.7%

70.	Insurance Broker	2	1.7%
71.	Writing Skills for Publication	2	1.7%
72.	Drama/Theatrical Training	2	1.7
73.	Better Pay for In-House Employment	2	1.7%
74.	LPA Training	1	0.8%
75.	Meat Cutting	1	0.8%
76.	Oceanography/Marine Biology	1	0.8%
77.	PBX Operator	1	0.8%
78.	Veterinarian	1	0.8%
79.	Forestry	1	0.8%
80.	Care of Animals in Natural Habitat	1	0.8%
81.	Glass Blowing	1	0.8%
82.	Training of Waiters & Waitresses	1	0.8%
83.	Pharmacology	1	0.8%
84.	Librarian	1	0.8%
85.	Grounds Maintenance	1	0.8%
86.	Phone Installation and Service	1	0.8%
87.	Water Plant Operation	1	0.8%
88.	Genealogist/Researcher	1	0.8%
89.	Public Relations	1	0.8%
90.	Leathercraft	1	0.8%
91.	Skating for Relaxation/Exercise	1	0.8%
92.	Swimming Facility	1	0.8%
93.	Gold and Silver Smithing	1	0.8%
94.	Night Course Inside the Institution	1	0.8%

Number of Training Areas Selected by
121 Respondents

Training Areas	Frequency	Percentage	Cumulative Percentage
24	1	.8	100.0
21	2	1.7	99.2
20	1	.8	97.5
19	2	1.7	96.7
18	2	1.7	95.0
17	3	2.5	93.4
16	1	.8	90.9
15	2	1.7	90.1
14	4	3.3	88.4
13	3	2.5	85.1
12	4	3.3	92.6
11	3	2.5	79.3
10	2	1.7	76.9
9	8	6.6	75.2
8	5	4.1	68.6
7	5	4.1	64.5
6	12	9.9	60.3
5	16	13.2	50.4
4	16	13.2	37.2
3	14	11.6	24.0
2	9	7.4	12.4
1	5	4.1	5.0
0	1	.8	.8

n=121

Appendix C

Vocational Program Ideas Priority Form

Explanation - Recently you met in small groups with researchers. You discussed the kinds of job training you would like to have available to you while you are at the Midwest Correctional Institute for Women.

Below are all the job types you said you would be interested in learning how to do. Read this list. As you read, put a check mark by any job you would <u>really</u> want to learn to do. After you have been through the entire list, go back to those you have checked. Place a #1 by the job you would most like to learn to do. Put a #2 by the job that is your second choice, a #3 by your third choice, and so on until you have put a number by all the jobs you checked. Number the jobs you are interested in according to how much you would like to have a chance to learn to do that job. Ask one of the researchers about anything you do not understand.

JOB/FIELDS

_____ 1. nursing
_____ 2. nursing assistant/dental assistant
_____ 3. cosmetology/barbering/beautician
_____ 4. truck driving
_____ 5. commercial foods
_____ 6. chef's training/cook
_____ 7. computer programming
_____ 8. computer repair/maintenance
_____ 9. interior design/decoration
_____ 10. welding
_____ 11. brick or stone masonry
_____ 12. tailoring/seamstress/sewing
_____ 13. clothing design
_____ 14. upholstering
_____ 15. real estate
_____ 16. graphic arts
_____ 17. commercial art
_____ 18. art instruction
_____ 19. landscaping
_____ 20. child care/child development/parenting
_____ 21. x-ray technician
_____ 22. key punch operator
_____ 23. automobile mechanics/diesel mechanics
_____ 24. auto body/customization
_____ 25. electrical engineering/electronics
_____ 26. electrician
_____ 27. medical/dental technician
_____ 28. carpentry
_____ 29. plumbing
_____ 30. modeling
_____ 31. telecommunication/radio or television broadcasting
_____ 32. chemical engineering
_____ 33. biochemistry
_____ 34. marketing
_____ 35. business management/business office education
_____ 36. photography
_____ 37. architecture/blueprint design
_____ 38. drafting
_____ 39. dietician
_____ 40. paramedical/emergency medical technician
_____ 41. meat cutting
_____ 42. aeronautics/aerodynamics/airplane piloting
_____ 43. oceanography/marine biology
_____ 44. small machine operation
_____ 45. heavy equipment operation
_____ 46. advertising
_____ 47. hotel/motel management
_____ 48. medical school/doctor
_____ 49 typing/filing/legal-medical secretarial
_____ 50. law - LLB
_____ 51. teacher (special education teacher)
_____ 52. counselor (drugs, alcohol, juvenile)
_____ 53. respiratory therapy
_____ 54. human services/social work
_____ 55. PBX operator/telephone operator
_____ 56. court report/stenographer/court clerk
_____ 57. typesetting/printing
_____ 58. bookkeeping/accounting/CPA
_____ 59. data and word processing
_____ 60. fashion /retail merchandising
_____ 61. newspaper reporting/journalism
_____ 62. light construction
_____ 63. psychology
_____ 64. veterinarian's assistant/clinician
_____ 65. veterinarian
_____ 66. CPR instruction/first aid instructor
_____ 67. Heating/air conditioning/refrigeration installation and repair
_____ 68. allied health
_____ 69. forestry
_____ 70. care of animals in their natural habitats
_____ 71. glass blowing
_____ 72. jewel cutting/jewelry making/gemology
_____ 73. training waiters and waitresses for their jobs
_____ 74. pharmacology/pharmacist
_____ 75. librarian
_____ 76. travel agent
_____ 77. paralegal training
_____ 78. foreign language interpreter/job using foreign language
_____ 79. gold or silver smithery
_____ 80. religious training/ministry
_____ 81. civil engineering
_____ 82. grounds maintenance
_____ 83. phone installation/service
_____ 84. water plant operation/pumper
_____ 85. solar heating - installation, repair, design
_____ 86. woodworking
_____ 87. insurance broker
_____ 88. genealogist/researcher
_____ 89. public relations
_____ 90. leathercraft
_____ 91. leathercraft
_____ 92. physical therapy
_____ 93. dancing - jazz, ballet, modern
_____ 94. bank teller/banking
_____ 95. horticulturist - raising plants
_____ 96. astronomy, astronomer
_____ 97. coal mining
_____ 98. exercise physiology/aerobics/exercise instructor
_____ 99. vocal/instrumental music
_____ 100. drama/theatrical training
_____ 101. factory, assembly line work
_____ 102. floral design
_____ 103. complete the GED
_____ 104. complete college degree
_____ 105. A job you're interested in learning how to do that you did not find on here. Please specify the job(s).

_____ a. _____
_____ b. _____
_____ c. _____

Thank you for taking time to fill out this form.

Job/Educational/Recreational Areas by
Number of Inmates Expressing Interest
(Priorities)

	Area	Number of Inmates Who Checked
1.	Computer programming/science	76
2.	Cosmetology/barbering	66
3.	Nursing	63
4.	Photography	50
5.	Truck driving	50
6.	Nursing assistant/dental hygienist	49
7.	Computer repair/maintenance	48
8.	Law - LLB	46
9.	Child care/parenting/child development	45
10.	Complete college degree	43
11.	keypunch operator	42
12.	Counselor (drugs, alcohol, juvenile)	41
13.	CPR instructor/first aid instructor	41
14.	X-ray technician	41
15.	Interior design/decoration	40
16.	Clothing design	39
17.	Secretarial/clerk	39
18.	Real estate	38
19.	Bookkeeping/accounting/CPA	37
20.	Modeling	37
21.	Data/word processing	36
22.	Business management/business office education	35
23.	Psychology	35
24.	Dancing/jazz, ballet, modern	34
25.	Care of animals in natural habitats	34
26.	Better GED program	33
27.	Welding	33
28.	Paramedical/emergency medical technician	33
29.	Hotel/motel management	32
30.	Floral design	32
31.	Automobile/diesel mechanics	31
32.	Upholstery	31
33.	Chef's training/cook	30
34.	Heavy equipment operation	30
35.	Human services/social work	30
36.	Newspaper reporting/journalism	30
37.	Jewel cutting/jewelry making/genealogy	30
38.	Medical/dental technician	29
39.	Typesetting/printing	27
40.	Exercise physiology/aerobics	27
41.	Medical school/doctor	27
42	Paralegal training	26
43.	Vocal/instrumental music	26

44.	Court reporter/clerk/stenographer	26
45.	Telecommunications/radio or TV broadcasting	26
46.	Electrical engineering/electronics	25
47.	Brick/stone masonry	25
48.	Fashion/retail merchandising	25
49.	Commercial art	25
50.	Graphic arts	25
51.	Respiratory therapy	25
52.	Electrician	24
53.	Travel agent	24
54.	Tailoring/Seamstress/sewing	24
55.	Drafting	24
56.	Leathercraft	24
57.	Bank teller/banking	24
58.	Auto body/customization	24
59.	Religious training/ministry	23
60.	Carpentry	23
61.	Plumbing	22
62.	Public relations	22
63.	Veterinarian's assistant	22
64.	Commercial foods	21
65.	Physical therapy	21
66.	Art instruction	21
67.	Architecture/blueprint design	20
68.	Veterinarian	20
69.	Woodworking	20
70.	PBX operator/telephone operator	20
71.	Teacher	19
72.	Heating/air conditioning/refrigeration-service installation and repair	19
73.	Training waiters and waitresses	18
74.	Advertising	18
75.	Small machine operation	18
76.	Meat cutting	18
77.	Dietician	17
78.	Pharmacology	17
79.	Foreign language interpreter/job using language	17
80.	Writing skills for publication	16
81.	Coal mining	15
82.	Factory/assembly line work	14
83.	Drama/theatrical training	14
84.	Marketing	14
85.	Solar heating/installation, repair design	14
86.	Gold or silver smithing	13
87.	Phone installation/service	13
88.	Glass blowing	13
89.	Librarian	12
90.	Horticulture/raising plants	12
91.	Light construction	12
92.	Allied health	12
93.	Water plant operator	12

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94.	Civil engineering	11
95.	Forestry	11
96.	Insurance broker	11
97.	Landscaping	10
98.	Astronomy	10
99.	Biochemistry	9
100.	Aerodynamics/airplane pilot	8
101.	Grounds maintenance	8
102.	Oceanography/marine biology	8
103.	Genealogist/researcher	7
104.	Chemical engineering	5
105.	Self-defense	1
106.	Pediatrics/neo-natal training	1

Job/Educational/Recreational Areas by
Strength of Inmate Interest
(Priorities)

	Area	Number of Priority Points Received
1.	Nursing	178
2.	Computer programming/science	164
3.	Cosmetology/barbering	116
4.	Nurse's/dental assistant	97
5.	Photography	93
6.	Complete college degree	92
7.	Truck driving	87
8.	Child care/parenting/child development	79
9.	Computer repair/maintenance	76
10.	Paralegal training	62
11.	Keypunch operator	62
12.	Bookkeeping/accounting/CPA	59
13.	Counselor (drugs, alcohol, juvenile)	58
14.	Clothing design	58
15.	Better GED program	57
16.	Automobile/diesel mechanics	57
17.	Law - LLB	56
18.	CPR instructor/first aid instructor	54
19.	Real estate	54
20.	Data/word processing	54
21.	X-ray technician	53
22.	Welding	53
23.	Business management/business office education	53
24.	Modeling	52
25.	Chef's training/cook	50
26.	Psychology	47
27.	Electrician	47
28.	Interior design/decoration	46
29.	Medical/dental technician	46
30.	Religious training/ministry	46
31.	Paramedical/emergency medical technician	45
32.	Dancing/jazz, ballet, modern	44
33.	Upholstery	43
34.	Care of animals in natural habitats	41
35.	Typing/filing/legal-medical secretarial	40
36.	Electrical engineering/electronics	39
37.	Vocal/instrumental music	38
38.	Commercial foods	38
39.	Hotel/motel management	37
40.	Heavy equipment operation	37
41.	Human services/social work	37
42.	Floral design	36
43.	Typesetting/printing	36
44.	Brick/stone masonry	35
45.	Teacher	35

46.	Fashion/retail merchandising	34
47.	Newspaper reporting/journalism	33
48.	Plumbing	33
49.	Commercial art	32
50.	Jewel cutting/jewelry making/genealogy	31
51.	Exercise physiology/aerobics	31
52.	Travel agent	31
53.	Court reporter/clerk/stenographer	30
54.	Tailoring/Seamstress/sewing	30
55.	Carpentry	30
56.	Dietician	30
57.	Graphic arts	29
58.	Respiratory therapy	29
59.	Drafting	28
60.	Leathercraft	28
61.	Bank teller/banking	28
62.	Architecture/blueprint design	27
63.	Public relations	26
64.	Veterinarian	25
65.	Medical school/doctor	24
66.	Art instruction	24
67.	Telecommunications/radio or TV broadcasting	23
68.	Auto body/customization	23
69.	Veterinarian's assistant	23
70.	Civil engineering	23
71.	Physical therapy	21
72.	Training waiters and waitresses	21
73.	Factory/assembly line work	21
74.	Advertising	20
75.	Writing skills for publication	19
76.	Woodworking	18
77.	Small machine operation	18
78.	Pharmacology	17
79.	Foreign language interpreter/job using language	17
80.	Drama/theatrical training	17
81.	Heating/air conditioning/refrigeration-service	16
82.	Meat cutting	16
83.	Marketing	16
84.	Chemical engineering	16
85.	PBX operator/telephone operator	15
86.	Coal mining	14
87.	Gold or silver smithing	14
88.	Librarian	14
89.	Solar heating/installation, repair design	13
90.	Phone installation/service	13
91.	Glass blowing	13
92.	Landscaping	12
93.	Astronomy/astronomer	12
94.	Horticulture/raising plants	11
95.	Forestry	11
96.	Aerodynamics/airplane pilot	11
97.	Light construction	10

98.	Allied health	10
99.	Water plant operator	10
100.	Insurance broker	9
101.	Biochemistry	9
102.	Grounds maintenance	8
103.	Oceanography/marine biology	7
104.	Genealogist/researcher	7
105.	Self-defense	1
106.	Pediatrics/neo-natal training	1

Priorities - Inmates' Selections of Job Areas

Job Area	No. of Inmates With Interest in	Priority Points Received					
		1	2	3	4	5	Above 5
1. Nursing	63	17	12	5	2	3	24
2. Nursing Assistant/ Dental Assistant	49	2	11	4	3	2	27
3. Cosmetology/etc.	66	10	2	5	4	3	42
4. Truck Driving	50	4	6	3	4	2	31
5. Commercial Foods	21	2	1	4	1	0	13
6. Chef's Training/Cook	30	2	3	2	4	0	19
7. Computer Programming	76	15	7	3	7	7	37
8. Computer Repair/Maintenance	48	2	7	3	1	3	32
9. Interior Design	40	1	0	3	3	2	31
10. Welding	33	3	2	1	3	2	22
11. Brick/Stone masonry	25	3	0	1	1	0	20
12. Tailoring/seamstress	24	0	2	1	2	1	18
13. Clothing design	39	2	0	5	6	5	21
14. Upholstering	31	0	1	2	4	0	24
15. Real estate	38	3	2	2	0	0	31
16. Graphic arts	25	1	3	1	1	1	18
17. Commercial art	25	1	1	1	0	1	21
18. Art instruction	21	0	1	1	0	2	17
19. Landscaping	10	0	0	1	1	0	8
20. Child care	45	2	4	5	5	3	26
21. X-ray technician	41	1	4	4	2	2	28
22. Key punch operator	42	0	1	8	2	1	30
23. Auto/diesel mechanic	31	3	2	4	2	2	18
24. Auto body/customization	24	0	0	1	0	2	21
25. Electrical engineering/ electronics	25	2	1	2	1	1	18
26. Electrician	24	2	1	1	2	1	17
27. Medical health technician	29	1	4	2	1	0	21
28. Carpentry	23	1	2	0	0	5	15
29. Plumbing	22	1	2	2	0	2	15

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Priorities - Inmates' Selections of Job Areas (Cont.)

Job Area	No. of Inmates With Interest in	Priority Points Received					
		1	2	3	4	5	Above 5
30. Modeling	37	1	3	2	3	2	26
31. Telecommunications	26	0	0	2	1	1	22
32. Chemical Engineering	5	1	0	1	0	0	3
33. Biochemistry	9	0	0	0	1	0	8
34. Marketing	14	1	0	0	0	0	13
35. Business Management BOE	35	0	5	1	5	2	22
36. Photography	50	7	4	2	3	4	30
37. Architecture	20	2	0	0	1	1	16
38. Drafting	24	0	1	1	2	1	19
39. Dietician	17	3	0	1	1	1	11
40. Paramedical	33	2	2	1	2	3	23
41. Meat Cutting	18	0	0	0	1	2	15
42. Aeronautics	8	1	0	0	0	1	6
43. Marine Biology - Oceanography	8	0	0	0	1	2	5
44. Small Machine Operation	18	0	0	0	0	2	16
45. Heavy Equipment Operation	30	1	0	1	3	1	22
46. Advertising	18	0	1	0	2	2	13
47. Hotel Management	32	1	0	1	1	3	26
48. Medical School	27	0	0	0	2	0	25
49. Typing/secretarial	39	0	1	1	2	4	31
50. Law - LLB	46	2	1	2	0	2	39
51. Teacher	19	3	1	1	1	1	12
52. Counselor-drugs/alcohol	41	2	0	5	3	4	27
53. Respiratory therapy	25	1	0	1	0	1	22
54. Human services/social work	30	0	2	3	1	1	23
55. PBX/telephone operator	20	0	0	0	0	0	20
56. Court Reporter	26	1	0	1	1	0	23
57. Typesetting/printing	27	1	2	0	1	0	23
58. Bookkeeping/CPA	37	1	3	4	1	3	25
59. Data/word processing	36	1	2	3	3	3	24
60. Fashion/retail merchandising	25	1	1	1	0	1	21
61. Newspaper-journalism	30	0	1	1	0	1	27

Priorities - Inmates' Selections of Job Areas (Cont.)

	Job Area	No. of Inmates With Interest in	Priority Points Received					
			1	2	3	4	5	Above 5
62.	Light construction	12	0	0	0	0	0	12
63.	Psychology	35	0	2	4	2	3	24
64.	Veterinary's assistant	22	0	1	0	0	1	20
65.	Veterinarian	20	0	1	1	0	0	18
66.	CPR/air conditioning	41	1	4	0	0	1	35
67.	Heating/air conditioning	19	0	0	0	0	1	18
68.	Allied health	12	0	1	0	0	1	10
69.	Forestry	11	0	0	0	0	0	11
70.	Care of animals	34	0	0	3	2	0	29
71.	Glass blowing	13	0	0	0	1	1	11
72.	Jewelry/gemology	30	0	1	0	0	1	29
73.	Training waiters/waitresses	18	1	0	0	1	1	15
74.	Pharmacology	17	0	0	0	1	2	14
75.	Librarian	12	0	1	0	0	0	11
76.	Travel agent	24	0	1	2	1	0	20
77.	Paralegal	26	5	3	2	0	0	16
78.	Foreign language	17	0	2	0	1	1	13
79.	Gold/silver smithing	13	0	0	1	0	0	12
80.	Religious Training	23	4	2	1	0	2	14
81.	Civil engineering	11	3	0	0	0	0	8
82.	Grounds maintenance	8	0	0	0	0	0	8
83.	Phone installation	13	0	0	0	0	1	12
84.	Water plant operator	12	0	0	0	0	1	11
85.	Solar heating	14	0	0	0	0	0	14
86.	Woodworking	20	0	0	0	0	1	19
87.	Insurance Broker	11	0	0	0	0	0	11
88.	Genealogist/researcher	7	0	0	0	0	0	7
89.	Public relations	22	1	0	0	1	0	20
90.	Writing for publication	16	0	1	0	0	1	14
91.	Leathercraft	24	0	1	0	1	0	22
92.	Physical therapy	21	0	1	0	1	1	18
93.	Dance	34	2	1	1	2	0	28

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Priorities - Inmates' Selections of Job Areas (Cont.)

Job Area	No. of Inmates With Interest in	Priority Points Received					
		1	2	3	4	5	Above 5
94. Banking	24	0	1	1	0	0	22
95. Horticulture	12	0	0	0	1	0	11
96. Astronomy	10	0	1	0	0	0	9
97. Coal mining	15	0	0	1	0	0	14
98. Exercise	27	0	1	1	1	2	22
99. Vocal/instrumental music	26	1	1	2	3	1	18
100. Drama	14	0	0	1	1	0	12
101. Factory Work	14	2	0	0	1	0	11
102. Floral Design	32	1	0	3	1	2	25
103. GED	33	4	2	0	3	1	23
104. Complete College	43	9	2	3	1	3	25

Appendix D

Vocational Education Programs - Need Assessment (Midwest Correctional Institute for Women)

Statement of Purpose

As a result of a court ruling, the State Department of Education is considering the placement of several new or modified vocational training programs at a midwestern correctional institution for female offenders. In order to determine the interests of inmates at the Midwest Correctional Institute for Women, researchers met with small groups of women at the site and asked them to identify their preferences for vocational training programs. Following these meetings, inmates filled out a rating sheet listing all possible programs mentioned during the first meetings.

Definition of the Population

Clients, respondents in this study, are women housed in the Midwest Correctional Institute for Women. Of the inmates, 121 individuals agreed to participate in the study and discuss with researchers their preferences for vocational training. The remaining inmates, approximately 46, refused to talk with researchers and signed waivers to that effect. When rating sheets were presented, approximately 137 inmates responded to this phase of the study by indicating the programs they would be interested in having available and by numbering selected programs in order of preference. The remaining inmates signed waivers stating they did not wish to participate in the study.

Need list

Statements below were given by inmates during open-ended meetings in response to the question: "What kind of job would you like to learn how to do while in here?"

Statements below are listed in priority order according to aggregate responses of inmates.

Vocational Choices/Program Needs

1. nursing
2. computer programming
3. cosmetology.barbering/beautician
4. nursing/dental assistant
5. photography
6. complete college program, undergraduate, graduate
7. truck driving
8. child care/child development/parenting
9. computer repair/maintenance
10. paralegal training
11. keypunch operator
12. bookkeeping/accounting/CPA
13. counselor (drugs, alcohol, juvenile)
14. clothing design
15. better GED program, complete GED
16. automobile mechanics/diesel mechanics
17. law-LLB
18. CPR instructor/first aid instructor
19. real estate
20. data and word processing
21. X-ray technician
22. business management/business office education
23. welding
24. modeling
25. chef's training/cook
26. psychology
27. electrician
28. interior design/decoration
29. medical/dental technician
30. religious training/ministry
31. paramedical/emergency medical technician
32. dancing - jazz, ballet, modern
33. upholstery
34. care of animals in their natural habitat
35. typing/filing/legal-medical secretarial
36. electrical engineering/electronics
37. vocal/instrumental music
38. commercial foods
39. hotel/motel management
40. heavy equipment operation

41. human services/social work
42. floral design
43. typesetting/printing
44. brick/stone masonry
45. teacher
46. fashion/retail merchandising
47. newspaper reporting/journalism
48. plumbing
49. commercial art
50. jewel cutting/jewelry making/gemology
51. exercise physiology/aerobics/exercise instructor
52. travel agent
53. court reporter/stenographer/court clerk
54. tailoring/seamstress/sewing
55. carpentry
56. dietician
57. graphic arts
58. respiratory therapy
59. drafting
60. leathercraft
61. bank teller/banking
62. architecture/blueprint design
63. public relations
64. veterinarian
65. medical school/doctor
66. art instruction
67. telecommunications/radio and television broadcasting
68. auto body/customization
69. veterinarian's assistant/clinician
70. civil engineering
71. physical therapy
72. training waiters & waitresses for their jobs
73. factory/assembly line work
74. advertising
75. writing skills for publication
76. woodworking
77. small machine operation
78. pharmacology/pharmacist
79. foreign language interpreter/job using foreign language
80. drama/theatrical training
81. heating/air conditioning/refrigeration-installation & repair
82. meat cutting
83. marketing
84. chemical engineering
85. PBX operator/telephone operator
86. coal mining
87. gold or silver smithing
88. librarian
89. solar heating - installation, repair, design
90. phone installation/service
91. glass blowing
92. landscaping
93. astronomy/astronomer

94. horticulturist/raising plants
95. forestry
96. aerodynamics/aeronautics/airplane pilot
97. light construction
98. allied health
99. water plant operation/pumper
100. insurance broker
101. biochemistry
102. grounds maintenance
103. oceanography/marine biology
104. genealogist/researcher
105. self-defense
106. pediatrics-neonatal training

Knowledgeable Professional Worksheet

Directions: Given the definition of the population and the list of needs attached, please generate program approaches or alternatives which you feel are capable of meeting some of the identified needs. We are interested in diverse options. As you design vocational programs, please fit your designs into the format below; provide the requested information. Feel free to design as many programs as you wish. Combine jobs from the accompanying list if you wish in any way that makes sense to you.

Program Idea (name it)	Definition/ Description of Program	#'s of job skills Taught during Program (from list)	Equipment, space facility needed	Personnel needed	Time Frame for inmate completion	Estimate Cost

Knowledgeable Professional Comments
Concerning the Design of Programs
Responsive to Inmate Vocational Preferences

The task was difficult because of factual limitations - we needed information on the number of potential enrollees and the amount of funds available for programs.

Any programs developed in the occupational area should offer broad-based generic skills that would be transferable to many occupations along with specific modules for specific job skills offered on a limited basis.

Occupations not practical to offer at the institution because of required "hands-on" experience necessary and probably unlikely to be available to inmates include nursing, cosmetology, nursing/dental assistant, truck driving, computer repair/maintenance, paralegal training, X-ray technician, medical/dental technician, care of animals in their natural habitats, heavy equipment operation, jewel cutting/jewelry making, respiratory therapy, veterinarian assistant/clinician, physical therapy, coal mining, gold or silver smithery, aerodynamics/aeronautics/airplane pilot, allied health, insurance broker, and oceanography.

Other occupations that are not practical because of required professional school work are undergraduate and graduate college programs, counseling, law, psychology, religious training for the ministry, electrical engineering, social work, teaching, journalism, dietician's training, pharmacology, foreign language interpretation,

chemical engineering, library science, astronomy, biochemistry and pediatrics - neo-natal training. However, segments or individual classes could be offered at the institution.

Convicted felons can not obtain a nursing license. It is difficult for felons to be licensed as cosmetologists.

There is a limited market for photographers.

Truck driving may be a difficult industry to access for convicted felons.

There is a low demand for those with paralegal training.

Keypunch operation is no longer a state of the art skill.

Clothing designers are in low demand.

Certified BA programs and more are required for counseling, law, teaching, psychology, dietician's training, journalism, architecture, public relations, electrical engineering, medicine, veterinary science, broadcasting, civil engineering, pharmacology, chemical engineering, library science, astronomy, forestry, biochemistry, genealogy, and pediatrics.

Only a few inmates would qualify for modeling.

There are limited opportunities for interior designers.

It would be hard to get approval for the clients to become medical or dental technicians.

There is low demand and low salary scales for upholsterers.

A music program would meet needs of only a small number of inmates.

Commercial foods is an area of low pay.

Hotel/motel management would be a limited program.

Heavy equipment operation is not appropriate for the area.

Floral design is a slow growth area.

There is low demand for jewel cutting skills.

Tailoring/sewing is an area of low demand and low salaries.

Drafting is a limited growth area.

Banking is a low demand area.

Art instruction is too specialized a program.

There is limited opportunity and low level salaries connected with the area of physical therapy.

Drama/theatrical training is another program that is too specialized.

There is limited need for meat cutters.

Gold and silver smithing would be an impractical program to undertake.

There is a low demand for glass blowers.

Landscaping is a slow growth area.

Aerodynamics and related programs are inappropriate to the setting.

Water plant operation is a limited growth area.

Oceanography is inappropriate for the geographic area.

Self defense instructors are in low demand and the pay associated with the job is low.

The cosmetology Board must approve the location of any beauty school facility.

The welding job market outlook is not good.

Felons would have problems obtaining positions in banking.

Advertising is too specialized a program for the institution.

What kind of marketing were clients referring to?

Employment opportunities in the area of coal mining are poor.

Not sufficient time or facilities for piloting.

Allied health is not a job or occupation.

Limited job opportunities in the area of marine biology.

Program Ideas

Knowledgeable Professional's Rating Form

The following program ideas were generated by knowledgeable professionals in the area of vocational programs and/or programs for institutionalized persons.

Please read the entire set of program ideas. Then place the #1 beside the program you think should have top priority at the Midwest Correctional Institute for Women. Place #2 by the program that should be the second priority and so on until you have placed a number by each program idea.

Then, assign each program a feasibility rating between 1 and 5, a 1 being most feasible and a 5 being not feasible at all.

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	A. Electricity/ Electronics Program	Designed to provide skills necessary to complete DOTs as electrician's helper or apprentice, electronic mechanics apprentice, and to teach radio and TV repair skills and computer technology. Instructional units - shop safety, basic electricity, basic electronics, circuits, blueprint reading, wiring, mircoprocessors. Integrate math and physical science concepts. Would include equipment installation, electrical engineering, phone installation, etc. Contains lab with units of instruction related to other areas.	#27 #9 #81 #36 #90	Time frame varies according to student needs-no cost projected-no discussion of facilities equipment needed.	
	B. Agriculture Technology Program	Must focus on mathematics, science, and communications skills necessary for the occupations here. Need recordkeeping skills to keep track of chemicals, water needed, planting schedules, etc. Includes landscaping, raising plants and programs involving animals.	#34 #69 #84 #92 #94 #95 #99 #101 #102 #103	No time frame offered. With grounds available at the institution, it could be quite inexpensive.	

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	C. Graphic Arts Program	Instruction in layout and design, copy preparation, composing, photography (film development, darkroom procedures) stripping, image assembly, plate making, press operation, bindery, finishing operations, billing, estimations. Students could specialize in one or more of the program's areas--compositor, photographer, platemaker, commercial artist, press operator, etc. Skills will transfer to other areas such as advertising.	#5 #43 #49 #57 #74	Timeframe- 18 to 22 months Entry level skills in 9-18 months No cost projected No discussion of needed facilities etc.	
	D. Business and Office Education Program	Instruction in the following areas--keyboarding, accounting, filing, machine/shorthand transcription, business communications, computer operation for data and word processing, and some computer programming. Medical/legal terminology taught for those wanting to specialize. Students could pursue all or parts of several clusters. These clusters were fully described in the original program design.	Parts of #2, #10, #43, #53, #85 All of #11, #12, #20, #22, #35	Timeframe entry level skills could be obtained in 2-6 mos. for receptionist skills, Data entry operator Up to 18-20 months for computer programming, medical, legal secretary. No cost projected. No discussion of facilities needed.	
	E. Business Education Program	Emphasis on word processing and secretarial skills with data entry. (The business teacher would provide computer literacy classes for all vocational students regardless of program major.)	#2, #12 #20, #35 #22	Cost is not a factor--no projections on timeframe. Needed would be a computer lab and a model office.	

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	F. Academic Program	Beyond provision of GED--most vocational programs have needed academic levels. The answer is a learning center with computer-aided instruction to advance academic skills beyond high school diploma or GED.	None listed.	None projected.	
	G. Business Occupations Core Program with subprograms in Office Marketing and Proprietorship	The core program consists of communication, mathematics, economics, and skills managing dual roles of wage earner, homemaker and parent. The office component would include skills necessary for success in an office setting. Some possible elements of the marketing component would be clothing design, tailoring, sewing, fashion merchandising, advertising and public relations, sale of durables vs. nondurables. All these skills would provide the foundation for teaching about being self-employed.	#15, #19, #2, #28, #11, #38, #12, #42, #10, #46, #20, #52, #22, #54, #35, #72, #53, #100, #75, #83, #61, #49, #63, #16, #74, #25, #39, #26, #14	Time frame of 4 to 6 wks. for core program, 6 months for components. Need keyboard, phone, calculator, computers, lay out table, practice sets, machine transcriber, tape recorder, etc.	
	H. Transportation Vehicle Operation, Design and Maintenance Program	Program must include mathematics, science and communication skills necessary for these occupations. Then, separation into specific occupations for training.	#7, #16, #36, #40, #59, #62, #68, #77, #81, #84, #96, #22, #28, #33, #83	No time frame offered. Classroom with stationery training models-also line vehicles (no planes) drafting tables. no cost estimate.	

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	I. Building Maintenance Program	Provides instruction in repairing and maintaining physical structures, commercial and industrial. Instructional units are shop safety, selection of construction materials, use of hand and power tools, framing walls, repairing plumbing fixtures, basic electricity, interior/exterior finishing, basic heating and airconditioning maintenance. Suggested two phase, two teacher operation. Phase 1 - electricity, heating, air conditioning. Phase 2 - construction trades.	Parts of #27, 48, #55, #76, #81, #102, #97, #44	Timeframe 1-2 years. May obtain entry level skills in 9-12 months. Full program would increase job opportunities. No cost projected. No discussion of needed facilities, etc., mentioned a combination lab.	
	J. Medical Technology Program	Includes new occupations resulting from advances in medicine. Suggested is a survey of new occupations beyond traditional medical occupations and expansion of the program to include training for such occupations.	#4, #29, #31, #71, #78, #21, #106, #98, #58	Timeframe beginning at 6 months. If trained at hospitals no special facilities would be necessary. Equipment would be costly.	
	K. Communications Program	Combining skills of drafting, photography, and graphic arts. Would provide instruction for elementary job classifications in these job areas.	#5, #43, #57, #59, #47, #74, #75, #66, #49	Timeframe--1 year 90 day rotation 2nd year-Specialization-$50,000 cost for equipment, 2,500 sq. ft. of space needed. 3 drafting tables, microcomputer, double darkroom with equipment, typesetting equipment, duplicator, teacher with A-6 certification.	

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	L. Academic Education Center	Provide GED program for those without high school or GED. In addition, provide location for off-campus college classes.	#15, #6	None projected.	
	M. Basic Mechanics-Introductory Program	Mechanical repairs applicable to small engines, automotive, industrial. Would include tools, lubrication, etc.	#77, #16	None projected.	
	N. Nursing	Provide basic training, academic work in math and science. Permit transfer to nursing school.	#1	$30,000 Cost-- No other projections given.	
	O. Building Trades Program	Core work in math, science, communications and economics. Teach any skills common to all trades first. The second step would be blueprint reading and design. Then students would move into various trades of architectural design, plumbing, welding, masonry, carpentry, woodworking, and light construction.	#62, #59,	Timeframe varies with objectives. Needed would be classroom and areas/materials for various skills or transportation to sites that offer the skills.	
	P. Consumer Family Life Skills Program	Continuation of already existing program with emphasis on building self-esteem, management skills, personal skills and parenting skills for morale boosting and motivation.	None listed	None projected.	
	Q. Technical Design, Service and Repair	Program include math, science and communications instruction. Blueprint reading for all service, repair and design occupations. Drafting for design occupations.	#8, #9,	$100,000 cost. Various space requirements, equipment for drafting, designing technical equipment and servicing repair.	

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	R. Electronic-- Assembly and Repair	Program would combine electronics and manufacturing assembly work. Could also include coursework in computer maintenance and repair for a limited number of students.	#73, #36, #9	None projected.	
	S. Vocational Education Center	Provide occupational skills training and, in conjunction with academic center, related academic instruction.		None projected.	
		Agricultural Education Division			
		Landscaping	#92		
		Horticulturist/raising plants	#94		
		Forestry	#95		
		Grounds maintenance	#102		
		Business and Office Education Division			
		Computer programming	#2		
		Keypunch operator	#11		
		Bookkeeping/accounting/CPA	#12		
		Data and word processing	#20		
		Business management/business office education	#22		
		Typing/filing/legal medical secretarial	#35		
		Travel Agent	#52		
		Court report/stenographer/court clerk	#53		
		Bank teller/banking	#61		
		Public relations	#63		
		PBX operator/telephone operator	#85		
		Marketing and Distributive Education Division			
		Clothing design	#14		
		Real estate	#19		
		Hotel/motel management	#39		
		Floral design	#42		
		Fashion/retail merchandising	#46		
		Training waiters & waitresses for their jobs	#72		
		Advertising	#74		
		Marketing	#83		

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
		Home Economics Division			
		Child care/child development/parenting	#8		
		Chef's training/cook	#25		
		Interior design/decoration	#28		
		Commercial foods	#38		
		Tailoring/seamstress/sewing	#54		
		Industrial Education Division			
		Automobile mechanics/diesel mechanics	#16		
		Welding	#23		
		Electrician	#27		
		Upholstery	#33		
		Typesetting/printing	#43		
		Brick/stone masonry	#44		
		Plumbing	#48		
		Commercial art	#49		
		Carpentry	#55		
		Graphic arts	#57		
		Drafting	#59		
		Architecture/blueprint design	#62		
		Telecommunications/radio and television broadcasting	#67		
		Auto body/customization	#68		
		Factory/assembly line work	#73		
		Woodworking	#76		
		Small machine operation	#77		
		Heating/air conditioning/refrigeration--installation & repair	#81		
		Meat cutting	#82		
		Solar heating--installation, repair, design	#89		
		Public Service Division			
		CPR instructor/first aid instructor	#18		
		Paramedical/emergency medical technician	#31		
		Phone installation/service	#90		
		Light construction	#97		
		Water plant operation/pumper	#99		

Priority #	Program Name	Description of Program	Jobs Included	Cost/ Facilities Needed	Feasibility Rating 1-5
	T. Special Interest Development Center	Provide instruction to meet avocational and self-improvement interests of the enrollees		None projected.	
		Photography	#5		
		Modeling	#24		
		Dancing--jazz, ballet, modern	#32		
		Vocal/instrumental music	#27		
		Exercise physiology/aerobics/exercise instructor	#51		
		Art instruction	#66		
		Writing skills for publication	#75		
		Drama/theatrical training	#80		
		Glass blowing	#91		
		Genealogist/researcher	#104		
		Self-defense	#105		

First and Final Votes of Professionals
Weighted and Unweighted Results

Program	1st Vote	Place	Weighted Score	2nd Vote	Place	Weighted Score
A	2	5th	4	1(with R), 2(with R), 1(with R)	2nd	14
B	5, 4		3	2, 5, 3, 3	3rd	11
C	3		3	5 (with K), 4, 4	5th	5
D						
E	2, 2	3rd	8	3, 3, 5	4th	7
F	1, 5, 1, 1	1st	16			
G	2	5th	4	2		4
H						
I	4, 1, 3, 5	2nd	11	4, 1, 2, 1	1st	16
J						
K	5		1			
L						
M	4		2	4, 5		
N						
O						
P	3, 4	4th	5			
Q						
R	3		3			

Knowledgeable Professional Comments During NGT

PROGRAM SUGGESTION	COMMENTS, SUGGESTIONS, DISCUSSION, ETC.
A	Electronics - many options for employment through the program Salary scale is good - Many occupations listed are not specifically electronics. Should be combined with "R".
B	Agriculture - Outstanding opportunities for jobs and salary good.
C	Graphic Arts - Very feasible, can couple with some of the things presently going on. Should be combined with "K".
D	Business & Office - Good employment potential, traditional area, expand to meet more enrollment needs and desire for computer skills. Should be combined with "E" and "G". Many skills could be prerequisite to other vocational offerings.
F	Academic - Part of the preparatory portion of needed skills for entry into vocational programs, should be enhanced, expanded, and better staffed. Should be coordinated with vocational area and jointly administered. Efforts should be made to afford opportunity for inmates to pursue higher education if qualified, Should be combined or jointly administered with "P" and combine with "L".
H	Transportation - Unrealistic, no appeal from standpoint of job opportunity or salary range, affords very limited training opportunity. Eliminate from consideration.
I	Building Maintenance - Afford good opportunities, can specialize, realistic, can have multiple students pursuing similar skills at one time, has good state track record. Combine with "O". Let inmates know of realities of job situation through counseling.
J	Medical Technology - Licensure prohibits, presents major societal difficulties. Eliminate from consideration.
M	Basic Mechanics - Offers basic foundational knowledge and skill, however, placement potential is limited and little salary incentive. Could be incorporated into some other program offerings.
N	Nursing - Licensure prohibits, presents major societal difficulties. Eliminate from consideration.

Q — Technical Design - Too high level & too little time to complete. Eliminate from consideration.

S & T — Program ideas were organizational in nature. Eliminate from consideration.

Recommendations should address the transferability of fundamental skills and knowledge, i.e. computer programming, to many occupational fields. The general education and consumer family skills need to focus on pre-vocational preparation and be coordinated with the vocational offerings to insure inmate opportunity and success.

Appendix E

Descriptions of Program Ideas Presented to Inmates
in Nominal Group Meetings

Program A Consumer/Family Life Skills Program

Emphasis on building self-esteem,management skills, personal skills, parenting skills.

Program B Academic Program

Academic instruction in reading, math, writing, science. Instruction beyond the GED. Utilizes a learning center with computer assisted instruction.

Program C Building Maintenance Program

Includes training for electrician, carpenter, plumber, woodworker, heating and cooling maintenance and repair, grounds maintenance, light construction, and brick and stone masonry. An inmate could obtain entry-level skills within 9-12 months. Instructional units would include shop safety, selection of materials, use of hand and power tools, wall framing, plumbing repair, fixtures, electricity, and basic maintenance.

Program D Business Education Program

Includes training for computer programming, bookkeeping, data and word processing, secretarial and clerical tasks, and business management/business office training. The emphasis of this program is on data processing and word processing. The program includes a computer literacy component for all inmates.

Program E Electronics - Assembly and Repair Program

Includes training for factory assembly line work, electrician, computer repair and maintenance, heating/cooling repair and maintenance, and phone installation and service. Instructional units would include shop safety, basic electricity, circuits, blueprint reading and writing, microprocessors, math and science concepts, and factory work.

Program F Business Occupations - Marketing and Self-Employment Program

Includes training for computer programming and use, keypunch, paralegal, business management, secretarial, court stenographer, writing, banking, public relations, advertising, hotel/motel management, clothing design, real estate, interior design, commercial foods, floral design, merchandising, travel, tailoring, insurance, commercial art, and chef's training. The core program, consisting of math, economics, personal skills, and foundations for self-employment, would last 4-6 weeks. Inmates would concentrate in an area of speciality for at least 6 months in order to master entry level skills.

Program G Basic Mechanics Program

Includes training for diesel and auto mechanics as well as small machine operation. Training would be given in mechanical repairs applicable to small engines, both automative and industrial, and would include tool selection and use, lubrication, etc.

Program H Agriculture Technology Program

Training for the care of animals grooming and kennel work, landscaping, horticulture, water plant operation, grounds maintenance, and veterinary assistance. The program would focus on math, science, communication skills, and record keeping.

Program I Communications - Graphics Program

Training for photography, typesetting and printing, graphic arts, commercial arts, drafting, advertising, journalism, writing for publication, and art instruciton. The program would last 18-22 months and include instruction in layout, copy design, composing, darkroom, stripping, assembly, plate making, bindery, press operation, finishing. In 90 day rotation, inmates would be exposed to all areas, after which they could select an area for specialization.

Nominal Group Program Choices - Preliminary Vote

Program		No. of 1st choice	No. of 2nd choice	No. of 3rd choice	Weighted Points
A		0	1	4	6 points
B		3	4	3	20 points
C		4	2	3	19 points
D	(3rd)	6	11	8	48 points
E		4	6	13	37 points
F	(1st)	22	9	13	97 points
G		5	7	6	35 points
H		4	6	4	28 points
I	(2nd)	17	16	8	91 points

Nominal Group Program Choices - Final Vote

Program	No. of 1st choice votes	No. of 2nd choice votes	No. of 3rd choice votes	Weighted Points
A	0	0	5	5 points
B	4	4	5	25 points
C	4	2	0	16 points
D (3rd)	5	11	7	44 points
E	3	3	10	25 points
F (1st)	20	17	9	103 points
G	4	7	6	32 points
H	3	4	6	23 points
I (2nd)	17	12	12	87 points

Inmate Comments about Program Ideas
(NGT participants)

Program A
- Why aren't some more of the things we chose at the first meetings included here?
- Why do things come in packages?
- We already have A here - I need something that will help me get a job and earn money to live on.
- Where is the nursing program?
- This is common sense and we already have it.
- It's basically simple, but some people need it.
- We already have it but I like it - what we need is the program expanded and made better.

Program B
- Already exists.
- We need this before we get into any job-related program.
- Everyone needs to learn to read and write.
- We need a better program here.
- Would like to learn things interesting to me.
- This could help anyone.
- Needs to be upgraded beyone GED.
- We need the basics to prepare for any job.

Program C
- Landscaping here means just picking up trash - no thanks.
- Others seem better than this idea, and others help more for employment.
- This is a very good program but it is already in existence.
- We have this already.
- What we have needs to be upgraded.

Program D
- We have this already.
- This is needed for secretarial jobs.
- We need a better program in this area that includes computer training.
- Many of us can't get into classes that are already offered.
- Program needs to be more available - open it up more and let us take the basics and computer training at the same time.
- I want to be in accounting.

Program E
- This is good because the jobs don't require any state board approval.
- Computer skills are more demanding now.
- We prefer other programs - really not interested in this.

Program F
- Larger selection in shorter time.
- More job skills to be learned.
- More widespread - more to offer.
- This opens up new ways to go - more choices.
- We need this.
- Offers skills we could continue to develop when we get out.
- Diversity is good.
- We could learn a lot of different areas in one place.
- Interesting.

Program G
- This program really means just taking care of and picking up the grounds.
- Needed to learn to grow better food for the country.
- Needed if extended and made more intense.
- We have landscaping.
- I like plant raising.
- So many people mistreat animals and need to know right ways to treat them.

Program I
- Good money maker.
- Rotate people more, give them more options.
- Popular choice for camera use and printing.
- The graphics is good - the only thing here is printing and only a few people can get in.
- You can get better jobs in these fields.
- More opportunities here.
- There's a lot of talent here - we just need help to get it out.
- I wish we could get all of this program.
- Can I just take the graphic arts and not the whole program?

Miscellaneous -
- Why are some of the packages put together the way they are?
- Why aren't some things included in certain programs?

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